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Schoolscapes The Newsletter

At the meeting of the consultative committees for the Quebec Education Program (Secondary Cycle One), held on October 17 and 18, 2001, participants explored questions regarding the cross-curricular competencies and broad areas of learning and their links to the subject areas in the secondary school context. This second edition of Schoolscapes, The Newsletter covers the second day of workshops (October 18), which dealt with the integration of these important components of the Quebec Education Program and the challenges specific to the implementation of the reform in secondary school.

At the same time, provincial study days were held on special education and student services under the joint auspices of the Association des cadres scolaires du Québec and the Ministère de l'Éducation. Thanks to our reporter Caroline Fortin and the special collaboration of Odile Lapointe, Schoolscapes, The Newsletter is able to present some of the issues addressed during these study days, which provided an opportunity to clarify the orientations and main issues of the adaptation of educational services, while keeping day-to-day practices in mind.

Workshop 3:
Integrating Cross-Curricular Competencies

By Eve Krakow

Begin with what you already know so as to build on current best practices: this is a key element for implementing the reform. In workshop 3 of the two-day session for the consultative committees for Secondary Cycle One, participants began by examining how they are already addressing the cross-curricular competencies in their teaching. Then they looked at how to further integrate these competencies, discussing what shape they might take in each subject area and identifying key challenges.

To carry out the exercise, the group divided up into small groups containing at least one teacher from each subject area. Each table was then assigned a cross-curricular competency. Toward the end of the morning, tables presented their conclusions to the larger group. Here are some of the points that were raised.

To adopt effective work methods (methodological)

Key features: to analyze the task to be performed; to begin the process; to perform the task; to analyze his/her procedure.

While three of the four key features of this competency are presently going on in classrooms on a regular basis, not enough time is being devoted to reflecting on the process, workshop participants said. "We have to encourage the kids to self-evaluate and to assess their response to the task: does it make sense, does it not make sense, and how can I better perform this task in the future."

This fourth key feature—to analyze his/her procedure—also implies giving students the feedback and vocabulary that will enable them to reflect on the process. "The first kids coming into secondary school (under the QEP) will have had only a short time to develop this habit and this vocabulary," teachers noted.

As well, as important as this cross-curricular competency is in the present system, it is not currently being evaluated. "It is important that this competency be reflected in the new reporting system, to give it more credibility, so that the students and the parents see that this is an important part of the child's education." Teachers also underlined the need to work in cycle teams to ensure a common approach so that students get used to following the same steps in all subjects.

To construct his/her identity (personal and social)

Key features: to be open to his/her surroundings; to become aware of his/her place among others; to make good use of his/her personal resources.

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This cross-curricular competency is easier to integrate into some subjects than others, workshop participants decided. In language classes, for example, it can be done through the choice of texts, discussion and reaction. But it becomes harder in a subject such as math. In science, it can be incorporated in so far as the content is issue-oriented. In history and geography, certain elements can be addressed through the process of examining other cultures.

"Depending on the location and make-up of each school, some issues—such as multiculturalism—will come up more spontaneously than others," teachers noted. Yet there was consensus on the need for planning. "In little ways, everybody incorporates this competency already, every time you correct students for showing disrespect for another student or not waiting their turn, for example. But rather than just addressing situations as they come up, we need to plan ways to make sure that all elements are covered."

To solve problems (intellectual)

Key features: to analyze the components of a situational problem; to formulate possible solutions; to test a solution; to adopt a flexible approach.

"How many of you already do problem-solving in your classroom?" asked this group's spokesperson. The room erupted in laughter; participants eventually all raised their hands but sensed what was to come. "So if we're already doing this, we don't need to think about it right?"

Wrong, of course. "It's very easy to brush off problem-solving, to say 'We're all doing it all the time, so everybody knows how to do it.' As a result, we don't actually to take the time to teach it. And that's why we have so many problems. Kids are not succeeding, and we concluded that often it's because they don't know the steps for problem solving. We need to help students develop strategies to solve problems."

This cross-curricular competency is present in all subject areas. "When a student is not able to produce their homework on time, for example, this means there is a problem he or she has not solved. It's very important to teach strategies, whether it's in math, social sciences or French."

To use creativity (intellectual)

Key features: to become familiar with all the elements of a situation; to imagine ways of producing; to begin the procedures; to adopt a flexible mode of operation.

The debate was intense: how to balance giving students the freedom to explore their creativity with giving them a structure to work with.

The group decided that a crucial condition for achieving creativity is to have open-ended activities, where there are no right answers—or at least, where there are different possible answers. "Creativity is a real key for student-teacher relations. It challenges the teacher to look at things from the point of view of not necessarily trying to sort things into right and wrong answers."

"How does one get creativity going?" the group's spokesperson asked. "How much structure should the teacher provide? If we impose a process, are we not defeating creativity? Perhaps the process doesn't start in one place and end in another; different kids arrive at creative solutions in different ways. When teachers are setting up tasks and assignments, some students might need more structure than others—but you don't want to impose a structure 100 percent of the time because then kids will always wait for you to provide one."

"I think you have to be observant of how different kids create," added a drama teacher. "I have one kid who wrote on the blackboard: 'Structure kills brain cells.' He believes in liberating the subconscious mind. But he's a bright kid who's able to do that. The other 90 percent of the class need teacher intervention at one point or another. They need guidance. But I think it's important to be aware of how much imposition the teacher is guilty of."

Another teacher disagreed with this view of being "guilty" of imposing a structure. "Nobody creates out of nothing. Jazz musicians listen to others for years before beginning to improvise. Even when they do improvise, it's within a structure. Creativity and structure are not diametrically imposed."

In the end, how teachers approach creativity may differ according to the subject area.

To exercise critical judgment (intellectual)

Key features: to form an opinion; to express his/her judgment; to qualify his/her judgment.

When it comes to this competency, the Secondary Cycle One represents a unique age. "While in Grade 6 they might be forming an opinion and qualifying it, in Grades 7 and 8 they're trying to figure out who they are and how they fit into the world. Their opinions are going to change." In order to express their true opinion, they have to feel they are in a safe place. "Otherwise they'll just say whatever is politically correct. They need to be able to explore what is not politically correct and why they do or don't think that way."

Teachers also need to reassure students that changing one's mind is perfectly normal and acceptable. "Kids usually think they can't change their mind. They tend to think that if they change their opinion, they're betraying something, or they're betraying the group." Finally, students need to learn that just because you say something doesn't mean you believe it. "Students need to realize that saying something is part of the process of thinking it through, and that it's okay."

To communicate appropriately (communication-related)

Key features: To establish the purpose of the communication; to select the mode of communication; to carry out the communication.

In examining how this competency takes shape in each subject, participants noted that it is important to take into account the fact that each field has its own language. For example, in English language arts the word "open" refers to a state where things can circulate freely; in science, however, "open" can mean the exact opposite: current does not flow through an open electrical circuit.

Many teachers in different subjects already include the communication aspect in their activities, but there needs to be more focus, as well as more consistency and communication among staff. For example, students often make posters, an activity that involves literacy in all subjects: languages, math, technology, arts, social sciences, etc. But students are not asked to look at the process they use for making decisions and creating the posters.

Communication and language are the responsibility of all teachers. "If a child can't read a math problem, it's not a question of laying the blame on English or French or Math; we all share that problem."

To cooperate with others (personal and social)

Key features: to interact with an open mind in various contexts; to contribute to team efforts; to use teamwork effectively.

Classroom management strategies were seen as a key element for developing this competency. "You almost need to have classroom management strategies with a mission towards the competency—the train that takes the students to the destination." Such strategies might include cooperative learning, student groupings or students helping students. "What we really want to do in our schools is to create a culture of students cooperating with others."

Given the complex world in which we live, there should also be more emphasis on developing a world view. "We want students to understand a bit more of what's going on in the world in order to cooperate with others."

The notion of teamwork is not a given, however. "A lot of students like to work on their own and don't trust other students. Their thinking is, 'I can do better than they can, this person's not going to do as good a job and my mark is going to suffer.' That's something we'll have to find ways of dealing with."

Getting students to "interact with an open mind in various contexts" (one of the key features) will also be a difficult task and will require openness on the part of teachers, too. One teacher related the experience of a colleague at a school where some students were celebrating after the events of September 11. "That's very disturbing. We have to try to understand, with an open mind, why they were doing this, and figure out how you deal with that as a school and as a teacher."

Conclusions and concerns

Generally, workshop participants observed that many aspects of the cross-curricular competencies are already part of their teaching practices. However, they will still need to sit down and plan ways in which to incorporate them more methodically in order to ensure that the competencies are fully developed. As well, the links between certain cross-curricular competencies and subject areas will require more reflection. Workshop participants emphasized the need to work in cycle teams to ensure a common approach across the subjects.

The activity raised two major ongoing concerns: where to find the time to plan, and how to bring cycle teams together when current structures and timetables make it very difficult for secondary school teachers to meet. These issues were discussed in more detail in the afternoon session (see article on Workshop 4).

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Workshop 4 —Looking at Schools in Transition

By David Fuchs

The fourth workshop at the two-day meeting of the consultative committees for secondary school dealt with teachers' awareness of their school's particular environment and the contextual factors that can be seen as either promoting or hindering the application of the Québec Education Program in everyday practice. The program is a general model that can be implemented in a variety of ways. Each school will have a direct influence on its own implementation process. Participants were thus encouraged to find proactive solutions to the obstacles blocking an effective application of the reform by imagining team-learning projects and then discussing their feasibility. The lack of time and the lack of resources were seen as two important obstacles to the implementation of the program.

However, this didn't stop the participants from coming up with imaginative group projects that integrated the subject-specific knowledges with the cross-curricular competencies and the broad areas of learning. Anglophone consultative committee members showed that they are willing to adapt to the changing realities of the educational world, which is now based on a student-centred learning approach.

Finding a focus: cross-curricular competencies or subject-specific learnings?

The theme of my group's project was "Explorers: from the Old World to the New". The discussion at first dealt with the issue of focus: "Do we approach the project from the subjects or from the cross-curricular competencies?" Since cross-curricular competencies only have meaning within the context of specific subjects, both are intertwined and the project can be broached from either angle. Subjects that seemed appropriate for this theme included Social Sciences (charting, mapping, using a compass, reading the constellations, analyzing the socio-economic context during the era of explorations…), Math (estimation of travel time, food requirements, time management…) as well as Language (keeping a journal, listing materials, writing letters sent back home, creating recruitment posters…).

The participants chose three cross-curricular competencies: to use information, to cooperate with others and to use information and communication technologies. It was agreed that students should concentrate on acquiring competencies according to their needs. For example, a student who had never made a map before could use information to learn how to achieve this goal. Another, who had already gained this knowledge, could find slogans for a recruitment poster while helping his/her classmate with mapmaking. Thus the guiding principle of teamwork would be applied, and the project tasks would be allocated in a way that enabled the students to gain new knowledges as they develop the targeted cross-curricular competencies. Educators, it was pointed out, should focus on one, two or three competencies and not try to touch on all of them at the risk of overwhelming students and losing their attention.

Another pitfall to be avoided was telling students what to do: teachers should provide students with guidance in thinking on their own and sharing their knowledges amongst themselves, and not simply give assignments that involve competencies the students have already mastered and that don't meet their needs. Teachers must let students use their initiative by simply cuing them in on the anchor points involved and acting as role models for learning. In this sense, cross-curricular competencies are understood as capacities for learning how to learn. On the other hand, teachers should also learn to expect the unexpected from their students and be able to modify their aims to fit their students' expectations and abilities.

As for the broad areas of learning, it wasn't clear which area would be developed, although it was suggested that "Health and Well-being" might be appropriate for this project. However, not as much consideration was given to this aspect of the QEP, perhaps due to a lack of time…

Educators share their thoughts

Groups then reported on their brainstorming session. Other project themes included: "A virtual track meet", "Spotlight on drugs", "Media representations of cultural communities", "Cleaning up the schoolyard", "The essence of me", etc. All projects had in common aspects of social and community relevance. Certain points came up repeatedly, such as the importance of shifting the focus towards students and away from administrative concerns. A proposal was made to have students elect a team representative in order to voice their preoccupations concerning the new educational environment. This could help teachers to better meet the challenge of assigning a specific role to each student within the project framework, according to the learnings they are ready to develop.

Another important point arising from this workshop is the fact that the school, in its present form, restricts cross-curricular learning. Inadequate time and physical resources were cited as a hindrance to the implementation of the reform in day-to-day school life. A shift in organizational priorities is essential in order to put existing resources to work in the new educational context.

Participants voiced concern that pedagogical days aren't sufficient to plan and organize the projects, and that school administrators are reluctant to release teachers because they can't find any substitutes. Teachers are asked to do action research and to organize school visits to core program schools but the demands on their time are already excessive. Evaluation also has to be organized so that the standards, rubrics and criteria are transparent to all constituents. Students will need release time as well in order to interview members of the community and to do fieldwork. Professional development will also require a time slot in the schedule. As for the physical resources that are needed, they include: computers, library books and money to hire aides.

It was suggested that Professional Development and Innovation Grants (PDIG) be made available to teachers for the development of the new projects and frameworks. Compensation for in-house innovation, posting a list of proactive schools on the Québec English Schools Network Web site (www.qesn.meq.gouv.qc.ca) as well as more time for extra-curricular activities (such as visits to core program schools) were some of the suggestions to support educators.

These are just some of the difficult issues to be worked out in the coming months.
What is needed is to keep in mind that the educational paradigm is shifting from a subject-based to a student-centred learning approach. Teachers present at this session all agreed on the need for change and proaction: "You've got to make a move now because if you wait for the conditions to be perfect, things will never change!"

Alternatives to Grade Repetition

By Caroline Fortin

How can grade repetition be prevented? Jacinthe Leblanc, a resource person in the field of learning difficulties in the Montérégie, has been asking herself this question since 1981.

The prevailing view in the current literature is that grade repetition is not an effective way to help students who are experiencing difficulties. There is no research showing that grade repetition is more beneficial than promotion to the next grade. On the contrary, the effects of this measure on short-term performance, motivation, self-esteem, adaptation, long-term performance and dropping out are all predominantly negative.

According to Leblanc, grade repetition can in fact be effective under certain conditions, but they are exceptional. First of all, both the students and their parents have to want it. In addition, it is not enough for a student to repeat exactly the same classes under the same conditions; the content and approaches used must be adapted to the student's needs.

Despite the general agreement in the literature that grade repetition is ineffective, some myths about it are still widely held in the schools. In a 1996 survey of Québec elementary school teachers, 81% maintained that students who repeated a year early on were less likely to fail in the higher grades.

Have attitudes changed since 1996? The workshop participants reported what they hear in their schools. It seems that although teachers are now ready to believe the literature on the subject, in practice, they do not see how to eliminate grade repetition. In the absence of any viable alternative, they feel powerless.

Increasing educational success

Since the best way to reduce the incidence of grade repetition is to ensure that more students succeed, the participants were asked to identify aspects of the reform that may be conducive to educational success. They suggested the following approaches and practices:

- The cycle-based organization of teaching, which gives schools greater flexibility and makes them responsible for their students' success.
- Differentiated teaching, multigrade classrooms and resource sharing, which enable us to respond more fully to the students' various needs
- Project-based teaching, which can be a greater motivating factor for students
- The possibility of giving students tasks adapted to their respective abilities
- The emphasis (in the Policy on Special Education) on prevention and early intervention in dealing with problems
- The greater presence of remedial teachers in the classroom to help teachers with at-risk students
- Seeing evaluation as part of the learning process rather than as a disciplinary measure
- Reflection on the meaning of educational success for at-risk students

The IRP

Leblanc has developed a tool she calls the IRP (Individualized Reeducation Plan) as a concrete alternative to grade repetition. One principle of the IRP is to start with the students themselves—their interests and their goals. "We ask students: Tell us what you think you can do," she explains. It is the students who make the decisions regarding their IRPs. It is they who sign the contract.

When Leblanc meets with at-risk students, she invites their parents, teacher and the principal of their school if possible. She presents the IRP as a reward, or a present. The students have to decide of their own free will to undertake the process.

She asks the students to describe their strengths and weaknesses. To help them set priorities to work on, she asks each student: "What would make you happy at school? Why? What would it do for you? What do you care about most in the world?" The aim of this exercise is to accurately identify the student's problems.

Next, she has the students define as precisely as possible the goal they set themselves for the end of the school year. She asks them what they want to improve on their report card. She gets them to express their fears about the present situation. They may fear that they will be placed in special education, for example.

It is up to the students to find the appropriate way to deal with their respective problems and to suggest means to attain their goals. Leblanc plans the learning activities with each student, asking what he or she likes to do, in order to choose activities that correspond to that student's interests, while at the same time providing high-quality instruction. It is possible to start with an activity a student enjoys, such as reading comics, and to transfer the learnings achieved in that activity to one that the student likes less. The IRP activities are only considered beneficial if they have a positive impact on the student's school subjects.

The duration of the plan is between 6 and 8 weeks. Students must be advised beforehand of the beginning and end of their plan. They must work on their problems every day. The principle is more or less the same as in physiotherapy. The students' teacher and parents find time to work with them daily, whereas they only need a weekly session with the remedial teacher. In general, at-risk students should not be pulled out of class to see the remedial teacher. It should be noted, however, that students with particular learning difficulties, such as attention deficit disorder or language impairments, need additional specialized support.

Out of a hundred students who have been through the IRP with Jacinthe Leblanc, only one has dropped out. "That in itself shows it produces amazing results," she concludes.

Success Factors for Partnership Between the MEQ and the MSSS

By Caroline Fortin

The mandate of the Task force on the coordination of services between the education system and the health and social services system is to prepare a report identifying guidelines for achieving greater complementarity and coherence in the areas of health, social services and education. The group will shortly seek input from the communities concerned. Jean-Pierre Jodoin, project officer at the Direction de l'adaptation scolaire et des services complémentaires of the MEQ explained the consultation process that is about to begin.

In every region of Québec, stakeholders in education and health and social services have been asked to form cluster groups in order to plan information-gathering activities in their region. Since September 27, a document prepared by the Ministère de l'Éducation, which describes the process and the focuses of discussion, has been available to the groups concerned.

The information gathering will be done in January and February. "What form will it take? The MEQ suggests a discussion forum. The idea is to receive comments, suggestions and above all, proposals."

The discussion will bear on three factors: services to young people with handicaps, the promotion of health and prevention and young people at risk. Those invited to make presentations will include: school board and school administrators, teachers, student services professionals and health and social services personnel.

The Task force on the coordination of services has already begun to look at examples of positive experiences. In a presentation to workshop participants, Jean-Pierre Jodoin described the approach adopted in three Canadian provinces.

In Saskatchewan, there was no structure comparable to our CLSCs. Health services have been integrated into the schools. Preventive measures have been extended to all children as well as the families of at-risk children, in order to combat the effects of poverty or parental neglect.

Without merging its services, British Colombia modeled its approach on that of Saskatchewan. It adopted a single-window approach with information-sharing regarding children. The results are promising. After five years, and despite the persistence of poverty, fewer children begin school with developmental delays. The drop-out rate has fallen and parental participation has increased. Like Saskatchewan, British Colombia is moving toward the concept of the community school as a way to deal with problems such as delinquency, violence and drug abuse.

In Ontario, the reform of the Ministry of Community and Social Services led to the integration of services, which are still coordinated by this ministry. Social services have set up offices in the schools.

In Québec, too, there has been some progress. Rouyn-Noranda has had an integrated services system since 1998. Geoffroy Neveu, director of student services in the commission scolaire de Rouyn-Noranda, presented an overview of the situation. The regional public health committee coordinates 9 sectorial committees, including the youth committee. About fifty organizations participate, but their delegates attend only the meetings that concern them directly.

"We share sponsorship projects, areas of work and professional development sessions, and have single-window access. This way of working fosters harmony between practitioners on both sides."

Neveu described the rules of conduct necessary for this approach to succeed: discuss problems frankly, have confidence in each other, respect each other's responsibilities and ways of carrying them out, convey information openly and clearly to all personnel concerned and always focus on what can be done to help the clientele.

The type of structure adopted in Rouyn-Noranda is feasible because the regional country municipality has only one school board and one CLSC. Pierre Larose of the Commission scolaire de l'Énergie presented a project designed for a much larger area, with a more complex organization of resources.

This project got underway in 1992. "At first everything was very compartmentalized, so it was hard to get things done," he explained. Together, the various stakeholders developed ways to manage cooperation between organizations: shared terminology, a simplified organization chart of each service, arbitration mechanisms and procedures ensuring access to information.

For example, an information release form, to be signed by the student and his or her parents, enables an organization to obtain a client's file from another organization. "It took us a year and a half of working together with our vanity, our sense of self- importance, our occasional feelings of guilt, and our legal advisors to convince ourselves that if we have established a shared information release form, we have the right to share information," observed Larose.

These examples show that although it is possible to derive some useful ideas from approaches that have worked elsewhere, there is no one-size-fits-all model. Every context requires its own approach.

Daring to Change

By Caroline Fortin

"Daring to change means taking a critical look at what needs to be improved while recognizing what has been accomplished."

With the implementation of the reform, what is the new role of student services personnel? Nancy Turcot-Lefort, special education consultant at the Commission scolaire des Patriotes, highlighted some aspects of the reform that affect student services in particular.

The Basic school regulation has added three new items to the list of student services: remedial education services, library user support services, and spiritual care and guidance and community involvement. Student services are now divided into four programs: support services for learning, student life services, counselling services and health promotion and prevention services.

Under the Québec Education Program, with its focus on the development of competencies, all school staff are responsible for students' development. This means that student services no longer simply complement the students' education; they are an integral part of it.

The changes in the new *Policy on Special Education* are also significant. Student services are no longer concerned simply with the instruction of children with special needs, but also with ensuring their social development and providing them with qualifications. Part of the role of student services is to help adapt regular services to the needs of these students, as there is now an emphasis on integrating students with special needs into regular classes.

Amendments to the *Education Act* give schools greater autonomy. Schools now adopt their own educational project and inform the community of the services they offer. It is the school board's responsibility to establish the student services programs and to distribute the resources.

With the reform, student services are centred on the students' needs. Teachers and specialized staff will have to work together closely. "We have to learn to accept other people's expertise and to work together as a

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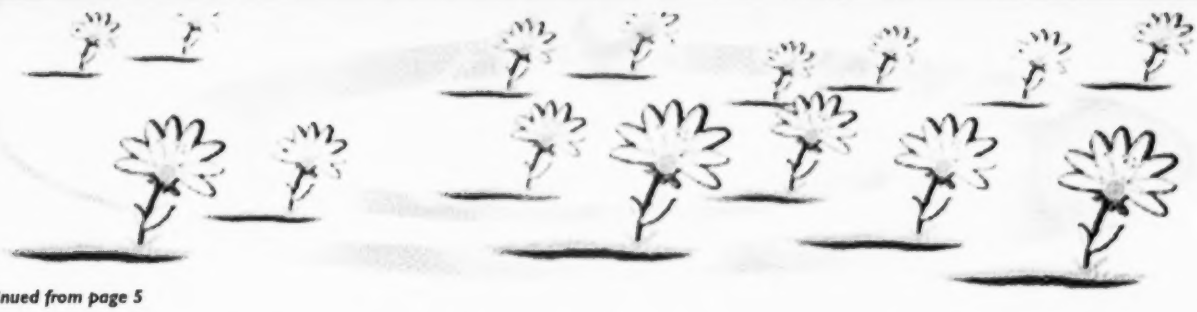

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team," says Turcot-Lefort. Education should be seen from the perspective of helping students develop competencies and ensuring their continuous progress. Parents and the community as a whole are also called on to participate in this endeavour. The students themselves will have to become more autonomous.

The final version of the Ministère de l'Éducation orientations will be available in April 2002.

All these changes will have an impact on professional practices, and it is important that people have a chance to express their concerns before beginning to implement the student services programs. Workshop participants identified the following possible obstacles:

- Movement of specialized personnel from school to school within a school board
- Resistance from unions and professional associations
- A loss of professional identity among specialized personnel, no longer seen as experts
- Teacher resistance to having professionals come into their classroom
- Difficulty reaching agreement with health and social services personnel
- Lack of time

Several means were suggested in order to facilitate the renewal of current practices:

- Put coordination of the project in the hands of a person who believes in it
- Identify the needs and status of internal and external resources in the target region
- Encourage all staff members to work closely together
- Allow time for discussion before implementing plans
- Make use of existing forums for discussion
- Accept the concept that the teacher plays a pivotal role in the student's learning
- Accept differences of opinion and admit that there is resistance to change

In one of the small groups during the workshop, Monique Vézina, special needs and student services coordinator at the Commission scolaire de Kamouraska–Rivière-du-Loup, related her experience. "I asked all my non-teaching professionals to join a school team. For the past two or three years, they have all participated in all the sessions on the reform alongside the teachers. The adaptation of educational services concerns the whole class, not just children with special needs." There was resistance when the non-teaching professionals first went into the classroom, but they took care to show the benefits of the process. "They offered their services to both teachers and parents."

"On days when there are coordinating committee meetings, I invite the non-teaching professionals to talk with the school administrators. I'm in charge of establishing and overseeing the resources—that was the school administrators' choice. They decide on the budget to allocate to each service. Last year, school administrators said: we've got it—the system is working! We also work a lot with community organizations. Everyone is involved now."

Adaptation of Services: Taking Differences into Account

By Odile Lapointe

***Making the adaptation of educational services a priority for all those working with students with special needs* is the second of six lines of action outlined in the Policy on Special Education.**

The adaptation of services calls first and foremost on the teacher, but also on the school principal, student services personnel, support staff and anyone else who provides assistance to students with special needs. It requires a **careful analysis of the situation and a rigorous assessment of the individual needs and abilities** of these students.

The organization of services can be said to have been "adapted" when it meets the needs that have been identified.

Our goal is to for students with special needs to be **integrated into regular classes, as close as possible to their homes**. Successful integration depends on several conditions. It requires an open environment that recognizes and values diversity among young people: **the differentiation of teaching and learning paths** reflects this diversity. This environment must welcome each student's distinct characteristics, which involves the **adaptation of teaching practices** and, where necessary, the implementation of support and assistance measures.

While the adaptation of services is primarily concerned with the classroom, it does not stop there; it should be reflected in all school activities. This principle is embodied in the four student services programs: **support services for learning, student life services, counselling services** and **health promotion and prevention services.** Adaptation of student services should be the fruit of a collective reflection process and action plan; the school's success plan can serve as a useful starting point.

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